



## **Sentence Combining | English Language Arts Strategies for Students with Significant Cognitive Disabilities**

### **What is the video about?**

In this inclusive upper elementary classroom, two students are working together to combine short sentences into longer, more complex sentences. A fifth grade student is working with a peer with complex needs. They are supported by two different adults as they work to negotiate a mutually agreeable response. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

### **What is the primary area of ELA instruction addressed in this video?**

Language

### **What others areas of ELA instruction that are also addressed in this video?**

None

### **Does the video include a student who uses AAC?**

Yes

### **Does the video include any examples of an adult modeling the use of AAC?**

No

### **Which best describes the context for the instruction?**

Inclusive Setting

# Iowa Comprehensive Literacy Modules



**The video includes one or more students with significant cognitive disabilities.  
What other student characteristics are obvious in the video?**

Physical Disabilities; Communication Impairments

**What are the primary Essential Elements that are linked to the video?**

EE.L.5.1.e Demonstrate standard English grammar and usage when communicating.  
Use frequently occurring conjunctions: and, but, or, for, because.

**What additional Essential Elements can be linked to the video?**

EE.L.5.3.a Use language to achieve desired meaning when communicating.  
Communicate using complete sentences when asked.

**What other grade level Essential Elements can this teaching strategy be used?**

- EE.L.3.3.a Use language to achieve desired outcomes when communicating.  
Use language to make simple requests, comment, or share information.
- EE.L.4.1.f Demonstrate standard English grammar and usage when communicating. Combine three or more words in communication.
- EE.L.4.3.c Use language to achieve desired outcomes when communicating.  
Communicate effectively with peers and adults.
- EE.L.6.3.a Use language to achieve desired outcomes when communicating.  
Vary use of language when the listener or reader does not understand the initial attempt.
- EE.L.7.1.b Demonstrate standard English grammar and usage when communicating. Produce complete simple sentences when writing or communicating.
- EE.L.7.3.a Use language to achieve desired outcomes when communicating.  
Use precise language as required to achieve desired meaning.

**What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?**

None

# Iowa Comprehensive Literacy Modules



**What other resources can be linked to the video to learn more about the instruction?**

- Reading Rockets web site: [http://www.readingrockets.org/strategies/sentence\\_combining](http://www.readingrockets.org/strategies/sentence_combining)
- Learn NC resources: <http://www.learnnc.org/lp/pages/3899>